Curriculum S. 4
3500, June 1952,—1253

ONTARIO

Department of Education

Courses of Study

Grades XI and XII

ENGLISH

These revised courses, introduced in September 1952, replace those contained in Circular H.S.4, printed in 1942, 1945, 1946 and 1948.

Reprinted without change in 1953

Issued by Authority of
The Minister of Education

COURSES OF STUDY

Grades XI and XII

(Revised)

ENGLISH

LITERATURE

GRADE XI

With an enlarged vocabulary and the increased power that comes with these years of rapid development, the pupil may be expected in Grade XI to pay more attention not only to what is written but to how it is written. Appreciation of literature as an art thus becomes more conscious.

The teacher of English should be well aware of the power literature has to shape the thought and the taste of its readers. It is a subtle and powerful force in building a nation. For literature is the record of a people's experience of life. It preserves the best expression of what men and women have enjoyed or borne, have done or have dreamed of doing. Whoever comes to know English literature will inevitably have his thoughts and feelings deeply influenced by that great tradition. He will become in spirit a member of the English-speaking peoples. It is important, then, that as rich and varied a selection be made for the pupils' reading as their age and knowledge will permit. More attention, too, should be paid to developing an appreciation of what is read, for not only the taste but the emotions of growing boys and girls are strongly influenced by what they read and enjoy. And the end of art is understanding and enjoyment.

A study of:

(a) A play by Shakespeare (not previously studied and chosen with a view to the prescription for Grade XIII).

The following plays will be found especially suitable for study in this grade: Romeo and Juliet, As You Like It, Richard II, Henry IV, Part I, Julius Caesar.

(Not more than twenty-five per cent of the time allotted to Literature should be devoted to the study of Shakespeare).

(b) A modern play (preferably one which will lend itself to comparison and contrast with the Shakespearean play which has been chosen).

Modern plays which might be selected include the following:

Barrie — The Admirable Crichton
Bennett and Knoblock — Milestones
Drinkwater — Abraham Lincoln
Oliver Cromwell
Parker — Disraeli
Sheriff — Journey's End
Coward — Cavalcade
Shaw — Pygmalion
Anderson — Elizabeth the Queen
Wilder — Our Town

(c) An anthology of poetry (preferably a combination of classical and modern poetry), such as —

Alexander — Shorter Poems
Langford — Grass of Parnassus
Lewis — Poems Worth Knowing
Macdonald and
Walker — A Selection of English Poetry
Boas — A School Book of English Verse
Kingston — Poems To Remember
Swayze and Beattie — Reading for Today (Poetry)

NOTE: The anthology may be selected with a view to its use also in Grade XII.

(d) A volume of prose, such as —

Sealey — A Book of Good Essays (XI and XII)
Macdonald — A Book of Modern Prose (XI and XII)
— Twenty-one Modern Essays (XI)
Gray and
Upjohn — Prose of Our Day (XI and XII)
Marriott — Modern Essays and Sketches (XII)
Beattie and
Swayze — Reading for Today (Prose)
(Books I and II) (XI and XII)
Langford — A Book of Better Stories (XI)
— English Prose for Senior Students (XI or XII)
Canada Book of Prose and Verse (Books 4, 5) (XI and XII)

OR

A novel, such as —

Barrie — The Little Minister
Conrad — Youth
— Typhoon
Hardy — Under The Greenwood Tree
— The Mayor of Casterbridge
Hémon — Marie Chapdelaine
Rouleau — Laurentian Heritage
Hilton — Lost Horizon
Nordhoff and Hall — The Hurricane
Reade — The Cloister and the Hearth
Sienkiewicz — Quo Vadis
Wells — Kipps

(A novel may be selected from the Grade XII list).

In addition to either the volume of prose or the novel, the course may include a book of selections from Biblical Literature, such as —

Pidgeon — *The Literature of a Race, Part I.

*Tentative title.

GRADE XII

Since Grade XII completes the secondary school course for many pupils, the teacher has here a particular responsibility in encouraging and guiding the emotional response of the pupils to literature and in leading them to understand and enjoy what great literature offers. His power to communicate his own enjoyment of what is best in literature will influence deeply the future tastes and reading habits of his pupils. With English literature, the expression of the culture of the English-speaking peoples, he has, even as that literature is represented in standard anthologies and other books within the secondary school courses, an inspiring tradition to offer, and an incomparable wealth and range of which he should take full advantage.

A study of:

(a) A play by Shakespeare (not previously studied and chosen with a view to the prescription for Grade XIII).

The following plays will be found suitable for study in this grade: The Merchant of Venice, Julius Caesar, Henry IV, Part I, Henry V, Hamlet, Macbeth.

(Not more than twenty-five per cent of the time allotted to Literature should be devoted to the study of Shakespeare.)

(b) An anthology of poetry, such as —

Alexander — Shorter Poems
Langford — Grass of Parnassus
Lewis — Poems Worth Knowing
Macdonald and
Walker — A Selection of English Poetry
Boas — A School Book of English Verse
Beattie and
Swayze — Reading for Today (Poetry)
Kingston — Poems To Remember

(c) A novel, such as —

Dickens — David Copperfield
— A Tale of Two Cities
— Great Expectations
Austen — Pride and Prejudice
Blackmore — Lorna Doone
Kipling — Kim
Kingsley — Westward Ho!
Eliot — The Mill on The Floss
Scott — Kenilworth
Parker — Seats of the Mighty

(A novel may be selected from the Grade XI list).

(d) A volume of prose, such as —

Gray and
Upjohn — Prose of Our Day
Langford — English Prose for Senior Students
Langford — A Book of Better Stories

Kingston — Modern Stories for Modern Schools
Macdonald — A Book of Good Essays
Macdonald — A Book of Modern Prose
Macdonald — Twenty-one Modern Essays
Pocock — Modern Prose
Bennett, Pierce,
Whitefield — Selected Short Stories
Marriott — Modern Essays and Sketches
St. Exupéry — Wind, Sand, and Stars
Alexander — Short Stories and Essays
Canada Book of Prose and Verse (Books 4 and 5).
Gill and Newell — Prose for Senior Students
Kingston — Essays and Short Stories

OR

A book of selections from Biblical literature, such as —

Pidgeon — *The Literature of a Race, Part II (in preparation for 1953-54). (This may be used instead of, or in addition to, a volume of prose).

GENERAL NOTES

1. Supplementary Reading

In both Grade XI and Grade XII at least six books other than those studied in the classroom are to be read during the school year by each pupil. It is advisable that one should be drama, or selections of poetry. Not more than three of the six should be chosen from any one class, e.g., fiction, biography, popular science.

The purpose of this additional required reading is to introduce the pupil to some of the good books to be found in various fields in the hope that through further reading he will widen his horizons of thought and imagination, deepen his understanding, and discover interesting varieties of style in writing. He may also be expected to improve by this means his technical skill in reading, as well as to gain useful information bearing upon different subjects of study. Such reading will greatly aid the pupil in his class work in English Literature and Composition.

In so far as the testing of supplementary reading may be considered necessary, much of it may be done by rapid oral methods. Reports on books read should not be mere outlines but should represent some discrimination and judgment on the part of the pupil.

2. Memorization

In Grade XI a minimum of about 150 lines and in Grade XII a minimum of about 100 lines should be memorized by each pupil. So far as the teacher considers it advisable, the passages for memorization may be chosen by the pupils themselves. Part of the memory work may be prose.

* Tentative title.

COMPOSITION

GRADE XI

A specific aim in Grade XI should be the expression in correct form of ideas more complex than were dealt with in Grade X, with emphasis on clarity, sincerity, forcefulness, and, where possible, originality.

The teacher should encourage the inclination of pupils at this stage to put into writing what they think and feel. By appropriate criticism and suggestion he should endeavour to create a desire to write well. The command of a clear and effective style is largely a matter of practice and growth.

The course should include the following topics:

(a) Word Study —

Special emphasis on precision, derivation, vitality, picturesqueness, euphony, study of synonyms and antonyms, enlargement of vocabulary.

(b) Punctuation —

Insistence on correctness, with such further instruction and practice as may be found necessary.

(c) Grammar —

Analysis — Review and further practice as an aid to good sentence structure and the effective expression of thought.

Study, where necessary as an aid to clear and accurate expression, of the nature and function of words or phrases in sentences.

The application of the principles of grammar to the achievement of correct usage in oral and written communication.

(d) Sentences —

Loose, periodic, balanced sentence; parallel structure.

(e) Paragraphs —

Further practice in the principles of paragraph structure; variety of treatment for special effects.

(f) Essays —

Current topics of local and general interest; study of narration, exposition, argument; descriptive writing as a means of gaining added effectiveness.

(g) Letters —

Good form and content; usefulness; propriety; effective style.

Practice in writing

(1) interesting, attractive, friendly letters.
(2) well-framed, informative letters of application.

(h) Précis —

Principles of précis-writing. Appropriate exercises in précis-writing.

(i) Logic —

Study, with exercises, at the appropriate level, in clear thinking, discriminating judgment, valid evidence. Importance of the precise definition of terms.

Common fallacies, e.g., generalizing from insufficient evidence, reasoning in a circle, appeal to prejudice.

NOTE: The following books will be found useful:

Jepson — Clear Thinking (Longmans Green)
Musson — Reading and Reasoning (Dent)
Bowers — Thinking for Yourself (Dent)

COMPOSITION

GRADE XII

A specific aim in Grade XII should be the expression of carefully considered ideas in precise, clear, correct English. In addition, effectiveness of presentation, originality of treatment, and a fitting ease of style should be sought.

Pupils should know and practise the methods used by good writers in telling a story, building up a description, explaining a difficulty, or arguing a case.

The course should include the following topics:

(a) Essays —

The preparation, writing, and discussion of essays should be the chief means by which English composition is taught in this grade.

Study should be made of such rhetorical devices as effective similes and metaphors, parallelism, deliberate repetition, inversion, rhetorical question, suspense, surprise, and climax. Further study of words is, of course, a part of the year's work.

(b) Editorials and news articles —

Practice in preparing material for a classroom or school publication may be included.

(c) Book Reviews —

The written evaluation by pupils of books read apart from regular class study.

(d) Letters —

Special attention to letters of application; the use of a data sheet.

(e) Précis —

Further study and application of principles; emphasis on passages of exposition and argument.

(f) Logic —

Examination of propositions; deductive reasoning (simple syllogisms); inductive reasoning (circumstantial and direct evidence).

Fallacies ("begging the question", false assumption, false analogy, etc.)

NOTE:

1. In Grades XI and XII, as in other grades of the secondary schools, conference with individual pupils about the quality and requirements of their written work in English is a highly important feature of the effective teaching of this subject.
2. When corrections are made by the pupil, care should be taken that he understands the reasons for these corrections.
3. Correct form, neat appearance, and legibility should be insisted on for all written work in English.
4. Care should be taken that an undue amount of time is not spent on textbook exercises to the exclusion of the more important work of teaching the pupils to write.
5. The foregoing general outline of the written work in English composition for Grades XI and XII will be found helpful by teachers in drawing up detailed programmes for their classes. For any class, however, the order of treatment and the emphasis upon details may be determined as seems necessary.
6. While each year's work in English composition is of necessity based upon that of the preceding year, and some review may be desirable, it must be remembered that there should be a graded progression in the work of each year in order to stimulate interest and effort on the part of the pupils.
